

Human rights education in Egypt: Secondary school students' perceptions

Muhammad M. Zain-Al-Dien

Department of Educational Foundations, Faculty of Education, Al-Azhar University, Cairo, Egypt.

Author E-mail: drmmz75@yahoo.com

Accepted 2nd December, 2015

Abstract. The purpose of the present study was to investigate the effectiveness of Human Rights Education (HRE) as perceived by third secondary school students in Egypt. This study adopted a survey research design in which the questionnaire was the main data collection instrument. The study participants comprised 273 third secondary school students at Cairo in Egypt. The result of the study reveals that the level of the effectiveness of HRE offered in Egypt is still low. In general, findings show that students of secondary school in Egypt have negative views regarding the effectiveness of HRE. Additionally, the study found that while there were significant differences among participants according to gender and department, there were no significant differences according to type of school. The study recommends that placing HRE in the secondary students' context is critical for them to remember key concepts and to act upon them. Certain human rights issues such as discrimination, prejudice, poverty, hunger, and injustice are more important to this age than others. Moreover, Egyptian government and relevant key stakeholders are recommended to develop HRE across Egyptian public, private, and civil society sectors.

Keywords: Human rights, human rights education, secondary school, students' perceptions.

INTRODUCTION

Human rights (HR) include a wide variety of concepts and cover many areas of the human condition. While no single definition could possibly cover the entire gamut of what HR involves, the idea of HR can generally be defined as the common values of humankind. They are both abstract and practical. They hold up the inspiring vision of a free, just, and peaceful world and set minimum standards for how both individuals and institutions should treat people (Human Rights Resource Center, 2000).

Protection and implementation of HR depend largely on education for HR. The United Nations has defined HRE as training, dissemination, and information efforts aimed at building of a universal culture of HR through imparting of knowledge and skills and the molding of attitudes. HRE aims to provide information about the international or regional HR norms, standards, and systems and to give people the skills and attitudes that lead to the protection and support of HR. Educating people in their HR should empower them to know and use their HR to protect

themselves and others from HR violations. HRE leads to mutual understanding and respect for HR. Thus, it contributes and it protects people's dignity (Mihir, 2009).

HRE, therefore, teaches students about many of the concepts needed to be an empathetic and socially just member of a pluralistic society; these key civically minded concepts include social justice, tolerance, solidarity, participation, equality, and human dignity. Sensitization of these concepts will prepare students *about* HR, *for* HR, and *towards* a HR consciousness. As such, students can respect the rights of others, and therefore, develop sensitivity towards the violation of HR (Osanloo, 2009). HRE is also fundamental and central to peace education that seeks to prepare learners to take responsible, informed action toward a less violent and more just world (Reardon, 2002; Kepenekci, 2005). Gülmez (2001) indicates that HRE is one of the main instruments to transform democracy into a way of life and to raise free, active and participating citizens who are

directly needed.

Therefore, HRE is internationally seen as a single way of promoting active citizenship and, ultimately, social justice and peace. For the last two decades, there has been growing consensus on the importance of HRE for building a rights-based society. As the United Nations declared 1995 to 2004 the Decade for HRE, it states that HRE should be implemented through the imparting of knowledge and skills and the moulding of attitudes within a comprehensive approach. Moreover, it states that the Decade for HRE shall be based upon the provision of the international HR instruments. The establishment of the concept and instruments of HR as inalienable rights of every human being is the fruit of centuries of efforts and struggles, for the effective means to protect human dignity, mainly in societies where the concept was born and refined (Osler and Starkey, 2005).

It is therefore understandable that HRE, as advocated by the UN Decade, is based on the experiences of those societies. As they do not share the same context, societies have different approaches to HRE, with varying historical and sociological development, cultures, and traditions that pose disparate issues and challenges.

Examining HRE in Egypt provides one such example. It reveals how HRE is shaped in a society where the idea of HR is a relatively new concept, introduced from the West in the late nineteenth century. However, this does not mean that there is not an Islamic basis for HRE. There is a body of literature informed that Islam calls for HRE since many centuries (Baderin, 2001; Garaudy, 1990; Hassan, 1992; Köylü, 2004).

There is a great deal of literature that provides information about the international or regional systems and gives people the skills that lead to the protection of HR. Therefore, three categories of literature were reviewed: HRE- its definition and historical development; effective HRE; and HRE in Egypt.

HRE: Definition and historical development

There is no one definition of HRE that is accepted by everyone. Scholars tend to define HRE from different angles, such as religion, politics, economics, psychology, sociology or education. However, there are some common principles concerning HRE that are approved by most scholars.

For example, Lister (1991) defines HRE as deliberate practice of preparing individuals, groups, and communities with the content, attitudes, and skills that encourage the recognition, promotion, and protection of HR. For Mihr (2009), HRE is a set of educational and pedagogical learning methods to inform people of and to train them in their HR and usually encompasses cognitive, affective, and behavioral elements (Martin, 1997). HRE routinely includes teaching the various types of HR (civil, political, economic, social, cultural), the legal

basis of HR (e.g., HR instruments), historic and contemporary HR violations, historic and contemporary HR advocacy efforts, how HR principles and concepts can be implemented in classrooms and beyond, and how one can design opportunities for students to engage in actions that promote and protect HR (Council of Europe Committee of Ministers, 1985/1991; Flowers and Shiman, 1997).

HRE can align with other justice-oriented educational philosophies and practices such as critical pedagogy (Kanpol, 1994; Shor, 1993) and many forms of multiculturalism (Sleeter, 1996). HRE can support such efforts by providing explicit attention to the larger international HR movement as well as providing content that defines social justice specifically from a HR perspective. Likewise, the dialogic nature of critical pedagogy and critical multiculturalism facilitates various skills or attributes related to HRE such as critical social consciousness, tolerance of diversity, and student empowerment. Critical pedagogy and multiculturalism also offer opportunities for educational communities to wrestle with the tensions between affirming diverse cultures and assertions of the universal nature of HR (Jennings, 2006).

As to the historical development of HRE, the French and American Declarations, widely considered to be the origins of contemporary HR, did not establish inalienable rights for every human being. The United States Declaration of Independence of 1776 declared that all men are created equal, that they are endowed by their Creator with certain unalienable Rights. Nevertheless, these inalienable rights did not apply to black slaves, Native Americans, or women (Takeda, 2012). The French Declaration of the Rights of Man and Citizen of 1789 decreed men are born and remain free and equal in rights but excluded the poor, women, non-whites, religious minorities, and other minorities such as disabled people. The establishment of inalienable rights for human being first appeared in the United Nations Universal Declaration of Human Rights of 1948, which included all people without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Despite its universality, the Universal Declaration followed the phrasing of the French Declaration closely, substituting - human for the more ambiguous- man throughout (Hunt, 1996).

This indicates that the concept of HR, as we currently understand it, is of Western origin. In fact, the Universal Declaration was drafted primarily by representatives of the United States and Western Europe, and reflects liberal traditions. The rest of the world was not offered much opportunity to influence the contents of the text. This is not surprising considering that only 11 African and Asian countries were among the founding UN members, with seven more joining over the following 10 years (An-Na'im, 1990). Since then, an increasing number of non-

Western states have joined the UN.

Accordingly, the concept and norms of HR, as contained in the Universal Declaration and other UN HR instruments, have been formally accepted by the governments of countries with different social and cultural traditions. When discussing HRE, it is crucial to recognize this process and that societies have different historical frameworks with regard to HR as a concept (Takeda, 2012). Consequently, the concept poses unique challenges to any society, resulting in societies having varying approaches to HRE.

Effective HRE

For HRE to be successful, it is crucial that HRE be applied effectively. There are several factors that increase the effectiveness of HRE in schools (Kepenekci, 2000; Gülmez, 2001). These factors are school and class climate, teacher behaviour, contribution of other courses taught at school to HRE, and a separate HRE course (Kepenekci, 2005).

The climate of school and class: is certainly of vital importance for HRE since what is taught at school with regard to HRE should be consistent with the behavior displayed. Creating a democratic classroom atmosphere while teaching is important for students to develop democratic behaviors respecting HR. There are a number of studies reporting the importance of school and classroom climate (Bottery, 1999; Kepenekci, 1999; Kepenekci, 2005). These studies indicate that communication among the stakeholders (principals, teachers, students, administrative staff and parents) should be two-sided, based on mutual understanding and respect.

Teachers' behavior: is significant in HRE. Teachers should never display violence and discrimination towards students during the training. There is a body of literature that indicates that the efficiency of HRE can be increased through teachers who encourage students to discuss, letting them express their views and listen to others' views, appreciating their views and without disdain, not making them accept other views, being tolerant, respecting students and creating a class atmosphere where students respect each other (Kepenekci, 2000).

A separate HRE course: is required to provide awareness in this field. Therefore, many studies discussed how a human education course should be designed (Kepenekci, 2000; Hornberg, 2002; Kepenekci, 2006; Wolfinger and Stockard, 1997). These studies showed how timing, content, educational activities, teaching methods, educational materials and assessment of the course should be designed.

Contribution of other courses taught at school to HRE: plays a vital role in HRE. HRE should be an integral part

of general education and it should not be limited to a course given under this name, as the field is too comprehensive to be covered in a single course. HRE should be covered throughout the whole curriculum, being a component of each course, apart from being a unique course on its own (Kepenekci, 2000). All disciplines should be designed to support HRE.

The above-mentioned factors are certainly of vital importance for HRE. As HRE in pre-university education in Egypt covered throughout the whole curriculum and there is no separate HRE course, the current research is to examine only three criteria for the effectiveness of HRE (school and class climate, teacher behavior, contribution of courses taught at school to HRE).

Effectiveness of HRE in Egypt

As societies do not share the same context, they have different approaches to HRE, with varying historical and sociological development, cultures, and traditions that pose disparate issues and challenges. Examining HRE in Egypt provides one such example. It reveals how HRE is shaped in a society where the idea of HR is a relatively old concept, introduced from and influenced by the Islamic heritage since many centuries, not from or by the West in the late nineteenth century (Musa, 2002; Mayer, 1995).

However, HRE in Egypt has been poorly attended until the mid-1990s. As the United Nations declared 1995 to 2004 the Decade for HRE, many educational experts in Egypt assured that a separate HRE course in the educational system is required for building a rights-based society in Egypt.

In spite of the growing international and local consensus on the importance of HRE, the Ministry of Education in Egypt, the main responsible for making decisions about the education system at the pre-university education, stated that HRE should not be limited to a course given under this name, as the field is too comprehensive to be covered in a single course. Therefore, HRE in Egypt is a component of each course, apart from being an independent course on its own.

There are a number of studies reporting the importance of HRE in Egypt and focusing on the extent of HR consciousness among students (Badawi, 2004; Hammad, 2005; Ammar, 2006; Abu-Assi, 2011; Mustafa, 2013; Abdel-Aal and Hassan, 1993; Sallam, 1997; Musa, 2002; Abdel-Moneim and Sallam, 1997). These studies indicate that applying of HR effectively in Egyptian schools through the school and class climate, teachers' behavior and contribution of courses is of vital importance for HRE.

On the other hand, many studies focused on analyzing the content of courses in pre-university education in Egypt in the light of HR (Abd-Allah, 1994; Al-Shazly, 1998; Farag, 1998; Al-Sayed, 2000). These studies indicate that HRE is embodied clearly in some certain courses such as religious education courses, Arabic

Table 1. Participant characteristics.

Gender	Type of school	Department			Total
		Theoretic	Physic	Mathematic	
Male	Public	19	14	9	42
	Private	9	6	4	19
	Total	28	20	13	61
Female	Public	91	22	8	121
	Private	69	16	6	91
	Total	160	38	14	212
Total		188	58	27	273

language courses, social studies courses and citizenship education courses.

As explained above, studying of the effectiveness of HRE is of crucial importance. Although there are many studies about HRE in Egypt, effectiveness of HR courses has not been studied in Egypt so far. The purpose of the current research is to examine the secondary school students' perceptions of the effectiveness of HRE offered in Egypt. Thus, this study has the following two research questions:

1. What is the level of the effectiveness of HRE as perceived by third secondary schools' students in Egypt?
2. Are there any statistically significant differences in the level of the effectiveness of HRE among participants that can be attributed to gender, type of school and department?

METHODOLOGY

Research design

The current study was quantitative in which sample survey research design was used. The researcher chose this method because survey research is useful in describing the characteristics of a large population; very large samples are feasible, making the results statistically significant even when analyzing multiple variables.

Participants

The population in this study consisted of all third secondary schools' students during the academic year of 2014. The participants of the study comprised 273 third secondary schools' students at Cairo in Egypt. Table 1 shows characteristics of the participants.

Instrumentation

A questionnaire, developed by the researcher after an extensive review of the literature, was the main instrument used for the collection of data for the study. It

divided into two major sections. Section one required demographics information about the students. The other section includes 48 close-ended items, which were divided into three domains (school and class climate, teacher behaviour, and contribution of courses taught at school to HRE). These items were rated on five-point Likert-type scales (from strongly agree to strongly disagree). The questionnaire was given to a panel of 22 university professors at Egypt from different educational specializations including educational foundations, curriculum and instruction, and evaluation and measurement. The purpose of this was to check the clarity of items, its relevance to the domain and the scale as a whole. All comments and points of view were taken into consideration and some items were modified, changed, or deleted after a deep discussion with each one of the faculty members. After including the reviewers' remarks, the final version consisted of 45 items distributed over three domains ((15-item in the school and class climate, 12-item in the teacher behaviour, and 18-item in the contribution of courses taught at school to HRE). The construct validity was measured in which a group of 50 students, apart from the study sample, participated in the pilot study. The correlation coefficient was calculated among the domains. The values of Person correlation coefficients ranged from 0.72 to 0.83. All the coefficients were significant at $\alpha = 0.05$. Moreover, reliability for the current questionnaire was assessed using the 50 third secondary schools' students in Egypt. The Cronbach's alpha reliability was 0.93. The reliability in all domains and as the whole scale was high.

Data analysis

The researcher distributed the questionnaire to third secondary schools' students in Egypt enrolled in the Directorate of Education in Cairo in the schools' locations after obtaining permission from the Directorate of Education in Cairo. The collected data were analyzed using descriptive statistics, such as means and standard deviations. In addition, (MANOVA) was used to find out whether the differences in the mean scores of students in

Table 2. Descriptive statistics for students' perceptions.

Domain	M	SD	Rank
School and class climate	2.4591	0.5093	1
Teacher behavior	2.3370	0.5753	2
Contribution of courses	2.1825	0.5524	3
Total	2.3262	0.5456	-

Table 3. Descriptive statistics for the items of "School and class climate" domain.

No.	Item	M	SD	Rank
16	Students help one another even if they are not friends.	3.1758	1.2998	1
8	The students encourage each other to learn about the various issues concerning HR.	3.0513	1.2356	2
12	All students get the same information and knowledge.	2.9634	1.1689	3
24	All students in my in school are treated fairly.	2.7839	1.1019	4
14	My school principal models respectful behavior.	2.4286	0.9488	5
36	There is no discrimination among the students based on their sex, caste, creed or religion.	2.3736	0.9073	6
23	Students conduct election of senator in my class on a voting basis.	2.3590	0.9448	7
18	Representatives of the senate participate in the meetings of teachers' council, school board and school administration.	2.3004	0.9498	8
38	Students are encouraged to develop their own voice.	2.3004	0.9420	9
9	Many activities of HR been conducted during a specific class or as extracurricular activity.	2.2418	0.8226	10
17	Relationships among teachers, students and administrative staff are based on mutual understanding.	2.2308	0.8796	11
4	Administrators value what students have to say.	2.2198	0.9370	12
39	I feel emotionally safe in my class.	2.2051	0.8325	13
42	My school is a place where the students feel calm and free.	2.1392	0.8417	14
37	Students are involved in decisions about things that affect them in school.	2.1136	0.8649	15
Total		2.4591	0.5093	-

groups were statistically significant ($\alpha \leq .05$). In order to understand the results of the current study, it was important to set specific cut points to interpret the participants' total scores. It should be noted that the researcher used the response scale of each item that ranged from 1 to 5 to determine these cut points according to the following manner: (1- 2.33 = low), from (2.34 - 3.67 = moderate), and from (3.68 - 5.00 = high levels).

RESULTS AND DISCUSSION

Data that obtained from questionnaire were presented, discussed and analyzed using SPSS software package for educational studies in order to answer the two research questions. This is done under two themes as follows:

Research question 1

To answer the first question, the means and standard deviations were found for each domain and were ranked according to their mean values.

As shown in Table 2, the level of the effectiveness of HRE offered in Egypt is low as perceived by the students of third secondary schools in Egypt (mean = 2.3262 and the standard deviation is = 0.5456). Though the level of the three domains is low, the domain "school and class climate" has achieved slightly better results with a mean of 2.4591 with standard deviation of 0.5093. On the other hand, the domain "contribution of courses" taught at school to HRE has the lowest mean of 2.1825 with standard deviation of 0.5524. The main findings support what has been stated in the literature that many students in Egypt are not satisfied with HRE (Mustafa, 2013; Musa, 2002; Al-Sayed, 2000). This may be due to that HR in Egypt needs more protection and support in order to be more effective. Table 3 reveals the means and standard deviations for the items of "school and class climate" domain.

In Table 3, the respondents' responses show that the level of school and class climate is low. However, it has the highest mean of 2.4591 with a standard deviation of 0.5093. In this domain, the majority of respondents indicated that the item (16) which states "Students help one another even if they are not friends" has the highest mean of 3.1758 with standard deviation of 1.2998.

Table 4. Descriptive statistics for the items of “teacher behavior” domain

No.	Item	M	SD	Rank
22	My teachers respect all races and religions	2.4652	0.9547	1
21	Teachers give fair reports to all students	2.4542	0.9695	2
19	Teachers help each other and work together	2.4505	0.8861	3
3	My teachers' encourages cooperation and participation	2.4359	0.9836	4
20	Teachers are respectful of parents	2.3956	0.9457	5
7	Teachers are supportive of students within the school setting	2.3260	0.8445	6
13	My teachers are creating a class atmosphere where students respect each other	2.3040	0.9231	7
10	Teachers encourage students to treat each other with respect	2.2637	0.9095	8
6	Teachers treat every student equally	2.2527	0.9385	9
5	My teachers are tolerant with me	2.2527	0.8693	10
31	Teachers help me in case of need	2.0952	0.8124	11
1	Teachers are letting me express my views	2.0842	0.8725	12
Total		2.3370	0.5753	-

Although it seems that the school climate is encouraging with regard to HRE, the students have shown a spirit of cooperation among themselves. On contrary, the item (37) which states “Students are involved in decisions about things that affect them in school” has the least mean of 2.1136 with a standard deviation of 0.8649. This study supports the notion that educational system in Egypt must put students' interests first, and should acknowledge students' voice as central to the learning experience. This finding is congruent with research showing that the school climate at Egyptian schools, to a far extent, is not consistent with HRE (Abdel-Moneim and Sallam, 1997). Table 4 shows the means and standard deviation for the items of “teachers' behavior” domain.

For the domain “teachers' behavior”, the highest mean value was item (22) “My teachers respect all races and religions” (mean = 2.4652 with a standard deviation = 0.9547). Whereas, item (1) “Teachers are letting me express my views” received the lowest mean of 2.0842 with standard deviation of 0.8725. In general, the participants showed that teachers' behavior related human HRE is low (mean = 2.3370 with a standard deviation= 0.5753). This study supports the notion that some teachers in Egypt do not care about the rights of students as much interest in private lessons outside of school (Tawila et al., 2000). Therefore, appreciating students' views do not take much interest by Egyptian teachers. In general, the educational system in Egypt has long been distinguished by poorly trained teachers who earn low wages and have little status (Tawila et al., 2000). Table 5 reveals the means and standard deviation for the items of “Contribution of courses” domain.

Table 5 shows the domain “contribution of courses taught at school to HRE” which receives the lowest mean value of 2.1825 with a standard deviation of 0.5524. Item (15) which reports “some school courses offer knowledge about the historical development of HR” has the highest mean value of 2.4725 with a standard deviation of 0.9702. Whereas, item (33) “Values such as dignity,

fairness, equality, and participation are discussed throughout some school courses” got the lowest mean of 2.0659 with a standard deviation of 0.9132. In Egypt, HRE is not taught as a discrete area but as part of interdisciplinary learning and teaching, linking it with international education, health and wellbeing, anti-racism, and anti-bullying. However, third secondary schools' students indicate that contribution of courses taught at school to HRE is low. This result of the study is consistent with studies conducted by Abd Abdel-Moneim and Sallam (1997) and Farag (1998) on HRE curriculum in the Arab Republic of Egypt, which revealed that the curriculum taught in Egyptian schools does not pay much attention to HR. Thus, HRE is not applied effectively at secondary schools in Egypt through school curricula.

Research question 2

To answer this question, the mean and standard deviation were used for the three domains and the overall scale according to gender, type of school and department. This is shown in Table 6.

Table 6 shows differences in means of the third secondary school students' perceptions on all three domains due to gender, type of school and department. Table 7 shows the multivariate test for the three independent variables.

As shown in Table 7, the result of the multivariate test shows significant difference for the two variables: gender, and department. On the other hand, it shows no significant difference due to type of school. In order to investigate the significance of the independent variables over the three dimensions, multivariate analysis of variance was conducted in Table 8.

Table 8 shows that there were no significant differences over the three domains according to type of school. This may be due to the fact that students of the third secondary schools, regardless of type of school,

Table 5. Descriptive statistics for the items of “Contribution of courses” domain.

No.	Item	M	SD	Rank
15	Some school courses offer knowledge about the historical development of HR	2.4725	0.9702	1
2	I have studied documents about the range of contemporary declarations of HR	2.2784	1.0161	2
26	Forms of some major infringements of HR have been showed throughout some school courses	2.2747	0.8540	3
11	School courses contain basic conceptions of HR (including also discrimination, equality, etc.)	2.2711	0.9662	4
25	I have studied distinction between political, legal, social and economic HR	2.2271	0.7571	5
40	Relationships between individual, group, and national rights are presented by some school courses	2.2051	0.9325	6
27	One’s own prejudices are appreciated by school courses	2.1868	0.8564	7
35	The rights of others are appreciated by school courses	2.1795	0.9475	8
29	School courses are sympathized for those who are denied rights	2.1722	0.9012	9
44	Intellectual skills for collecting and analyzing information have been offered throughout some school courses	2.1612	0.8200	10
43	Some school courses offer activities address HR in the family	2.1612	0.9411	11
28	Some school courses offer activities address HR in the classroom, the school, and the wider community	2.1282	0.8922	12
45	Some school courses provide opportunities for students to develop knowledge of international relations	2.1282	0.8963	13
32	Some school courses highlight student awareness of intolerant behavior	2.1099	0.8285	14
41	Some school courses help students to develop tolerance skills	2.1026	0.9016	15
34	Some school courses offer opportunity for students to discuss the issues related to race, ethnicity, and religion	2.0952	0.9146	16
30	The United Nations work to create a more tolerant world is featured by some school courses	2.0659	0.8376	17
33	Values such as dignity, fairness, equality, and participation are discussed throughout some school courses	2.0659	0.9132	18
Total		2.1825	0.5524	-

Table 6. Means and standard deviations for students’ perceptions due to Independent variable.

Independent variable		School and class climate		Teacher behavior		Contribution of courses	
		M	SD	M	SD	M	SD
Gender	Male	2.579	0.653	2.687	0.609	2.350	0.566
	Female	2.267	0.533	2.393	0.458	2.134	0.540
Type of school	Private	2.277	0.487	2.437	0.373	2.132	0.544
	Public	2.378	0.626	2.474	0.584	2.217	0.557
Department	Mathematics	2.3889	0.3819	2.4790	0.4634	2.2654	0.5338
	Theoretic	2.2664	0.5360	2.3840	0.4793	2.1350	0.5388
	Physic	2.5417	0.7138	2.6931	0.5583	2.2979	0.5912

receive the same academic courses and study in similar class climate. Therefore, their perceptions seem also to be similar to HRE. This result is congruent with research showing that no significant differences in school students’ perceptions for the effectiveness of HRE offered in Egypt

due to type of school (Frag, 1998). Moreover, Table 8 indicates that there is a significant difference in teacher behavior, school and class climate and contribution of courses in favor of male. It may be due to the fact that males are more courageous and

Table 7. Multivariate tests for the variables: gender, type of school, and department.

Effect	Multivariate tests	Value	F	Hypothesis D.F	Error D.F	Sig
Gender	Hotelling's Trace	.101	8.865 ^a	3.000	264.000	.000
Type of school	Wilks' Lambda	.018	1.605 ^a	3.000	264.000	.189
Department	Hotelling's Trace	.903	4.586 ^a	6.000	528.000	.000

Table 8. MANOVA tests for the variables: gender, type of school, and department.

Source	Dependent variable	Type III sum of squares	D.F.	Mean square	F	Sig.
Domain	Teacher behavior	1496.941 ^a	7	213.849	725.691	.000
	School and class climate	1320.556 ^b	7	249.828	1195.764	.000
	Contribution of courses	1320.556 ^c	7	213.849	725.691	.000
Gender	Teacher behavior	4.311	1	4.311	14.629	.000
	School and class climate	5.433	1	5.433	26.007	.000
	Contribution of courses	2.559	1	2.559	6.828	.009
Type of school	Teacher behavior	.569	1	.569	1.932	.166
	School and class climate	.011	1	.011	.053	.819
	Contribution of courses	1.037	1	1.037	2.768	.097
Department	Teacher behavior	2.188	2	1.094	3.713	.026
	School and class climate	5.041	2	2.520	12.063	.000
	Contribution of courses	1.526	2	.763	2.035	.133
Error	Teacher behavior	78.386	266	.295		
	School and class climate	55.575	266	.209		
	Contribution of courses	99.694	266	.375		
Total	Teacher behavior	1575.326	273			
	School and class climate	1804.373	273			
	Contribution of courses	1420.250	273			

Table 9. LSD post-hoc test for department.

Dependent variable	Level	Theoretic	Physic
School and class climate	Mathematic	0.5	0.024
	Theoretic		0.000
Teacher behavior	Mathematic	0.308	0.636
	Theoretic		0.034

aggressive than females who are more sensitive to matters concerning their rights. This result is consistent with the study conducted by Abdel-Moneim and Sallam (1997) that reveals that female students in Egyptian schools are more complaint towards HR matters than male students. As for department, Table 8 shows no significant differences according to contribution of courses whereas; there were significant differences according to school and class climate and teacher

behavior. Table 9 shows LSD post-hoc test which shows, which domains are statistically significantly different according to school and class climate and teacher behavior.

From Table 9, and using the LSD post hoc test for representation, we can conclude that there is a significant difference in the mean value between students who joined theoretic and those at physic departments, and those who joined mathematic and physic departments. It

could be argued that this result is expected because of the difference in characteristics of each section from the other in terms of aims, curricula, courses, contents, topics, teaching methods, activities, and evaluation. Furthermore, Table 9 reveals that for the teacher behavior domain, there is a significance difference in the mean value between those who joined theoretic and physic department in favor to those who joined physic department. It seems that this result is logical because the scientific section students usually are keen to learn, and to establish a good relationship with their teachers in order to make use of their educational experience. However, the LSD post hoc test revealed no significant difference is seen between those who joined theoretic department versus those who joined mathematic department, nor those at mathematic and those who joined physic department. This finding contradicts my belief, and the possible explanation to this is that students from all departments believe that HRE is not applied effectively at secondary schools in Egypt.

Limitations of the study

A limitation to the present study concerns the questionnaire prepared and used by the researcher; therefore, the interpretation of the results depends on the validity and reliability of the scale. Furthermore, the study was applied to a group of third secondary schools' students in Egypt which limits the generalization of results.

CONCLUSIONS AND RECOMMENDATIONS

The rationale for HRE derives from the Universal Declaration of Human Rights (UDHR), which introduced HRE as a distinct concept freestanding right. This study indicates that the idea of HR in Egypt is a relatively old concept, introduced from and influenced by the Islamic heritage since many centuries, not from the West in the late nineteenth century. However, the effectiveness of HRE offered in Egypt is still low as perceived by the students of secondary school. Whilst HRE in the Egyptian formal education system is a collective responsibility, the domain "school and class climate" has achieved a slightly better result. Courses taught at school to HRE are not yet explicit enough within the curriculum. HRE sends a clear message to Egyptian teachers to afford dignity and respect their students. It promotes a common language of respect that empowers educators, students and young people alike. Thus, the current study proffers the following recommendations:

1. Placing HRE in the secondary students' context is critical for them to know key concepts and to act upon them.

2. Certain HR issues, such as discrimination and prejudice, poverty and hunger, and injustice, are more important to this age than are others.
3. Drawing on real life examples of HR violation and abuse has a powerful impact upon the secondary school students.
4. The secondary schools' students should act upon their learning in their daily lives, that they can transfer knowledge to action.
5. Egyptian government and relevant key stakeholders should develop HRE across Egyptian public, private, and civil society sectors.

REFERENCES

- Abd-Allah AS (1994).** Human Rights in the social studies curriculum in basic education in Egypt. Unpublished Master thesis, Faculty of Education - Ain Shams University.
- Abdel-Aal, Hassan I (1993).** Education and human rights crisis in the Arab world. *J. Educ. Stud. Cairo* 8(58):42-65.
- Abdel-Moneim N, Sallam M (1997).** The reality of human rights and fundamental freedom in Egypt. *The National Center for Educational Research and Development, J. Educ. Cairo* 5(10):66-89.
- Abu-Assi HA (2011).** A suggested paradigm for the development of student teacher's awareness to children's rights in the light of Islamic sharia -field study. Unpublished PhD, College of Education in Ismailia, Suez Canal University.
- Al-Sayed MK (2000).** Human Rights in the decisions of basic education. Series of Development, the Center for Studies and Research of Developing Countries, Faculty of Economics and Political Science, Cairo University.
- Al-Shazly Al (1998).** Social Studies curricula in the preparatory stage of Al-Azhar in the light of the principles of human rights. Unpublished Master thesis, Faculty of Education, Al-Azhar University in Cairo.
- Ammar IH (2006).** Effects of education on the consciousness of university students political rights Development. *J. Educ. Tanta Univ. Facul. Educ.* 2(35):343-403.
- An-Na'im A (1990).** Islam, Islamic law and the dilemma of cultural legitimacy for universal human rights. In C.E. Welch Jr. & V.A. Leary (Eds.). *Asian perspectives on human rights* Boulder, CO: Westview Press. pp. 31-54.
- Badawi Abdel-Raouf M (2004).** Awareness of university students to some human rights values. *J. Educ. Tanta Univ. Facul. Educ.* 1(33):201-260.
- Baderin M (2001).** Establishing areas of common ground between Islamic Law and international human rights. *Int. J. Hum. Rights* 5(2):72-113.
- Bottery M (1999).** Getting the balance right: duty as a core ethic in the life of the school. *Oxford Rev. Educ.* 25(3):369-387.
- Council of Europe Committee of Ministers. (1985/1991).** Recommendation No. R (85) 7. Reprinted in H. Starkey (Ed.), *The challenge of human rights education*, London: Cassell Educational Limited. pp. 256-259.
- Farag IA (1998).** Human rights in the education curricula in Arab Republic of Egypt. *The Institute of Educational Studies and Research, Cairo University. J. Educ. Sci.* 10(2):97-155.
- Flowers N, Shiman D (1997).** Teacher education and the human rights vision. In: G. Andreopoulos, & R. P. Claude (Eds.). *Human rights for the twenty-first century* (Philadelphia: University of Pennsylvania Press. pp. 161-193.
- Garaudy R (1990).** Human rights and Islam: foundation, tradition, violation. In: H. Küng & J. Moltmann (Eds) *The ethics of world religions and human rights*, London: SCM Press. pp.46-59.
- Gülmez M (2001).** Education for human rights and democracy. (Ankara, Türkiye ve Ortadoğu Amme İdaresi Enstitüsü), p. 256.
- Hammad SA (2005).** Awareness of university students to human rights and freedom in the Islamic Sharia. (Paper presented at the

- conference entitled "Human Rights in the Arab World"), held at Muta University, Faculty of Social Sciences pp. 1- 29.
- Hassan R (1992).** On human rights and the Qur'an perspective. In: L. Swidler (Ed.) Muslims in dialogue: The evolution of a dialogue, Lewiston: NY, Edwin Mellen Press. pp. 445-463.
- Hornberg S (2002).** Human rights education as an integral part of general education. *Int. Rev. Educ.* 48(3/4):187-198.
- Human Rights Resource Center (2000).** The human rights education handbook: Effective practices for learning, action, and change. Human Rights Resource Center (part 1). University of Minnesota. Retrieved May 31, 2005 from <http://www.hrea.org>.
- Hunt L (Ed.). (1996).** The French Revolution and human rights: A brief documentary history. Trans: Boston: Bedford Books of St. Martin's Press.
- Jennings T (2006).** Human rights education standards for teachers and teacher education. *Teach. Educ.* 17(4):287-298.
- Kanpol B (1994).** *Critical pedagogy*. Westport, CT: Bergin and Garvey.
- Kepenekci Y (1999).** The role of school and classroom climate in human rights education. *Kuram ve Uygulamada Egitim Yonetimi*, 19:353-361.
- Kepenekci Y (2000).** Human rights education. Ankara: Ani Yayıncılık.
- Kepenekci Y (2005).** A study of effectiveness of human rights education in Turkey. *J. Peace Educ.* 2(1):53-68.
- Köylü M (2004).** Peace education: an Islamic approach. *J. Peace Educ.* 1(1):59-76.
- Lister I (1991).** The challenge of human rights for education. In H. Starkey (Ed.). *The challenge of human rights education* London: Cassell Educ. pp. 245-254.
- Martin JP (1997).** Epilogue: The next step, quality control. In G. Andreopoulos, & R. P. Claude (Eds.), *Human rights education for the twenty-first century* Philadelphia: University of Pennsylvania Press. pp. 599-609.
- Mayer AE (1995).** *Islam and human rights: Tradition and politics.* (2nd ed). London: Pinter Publishers.
- Mihr A (2009).** Human rights education. In *The International Studies Compendium Project: Human Rights*, Robert A. Denmark (ed.) (Oxford: Blackwell Publishing Ltd).
- Musa MF (2002).** The awareness of human rights' principles in Islam in the light of the educational preparation. Unpublished PhD, Faculty of Education, Al-Azhar University in Cairo.
- Mustafa MS (2013).** A suggested paradigm for the role of the university in the development of students' awareness to some human rights principles. Unpublished Master thesis, Faculty of Education, Al-Azhar University in Cairo.
- Osanloo AF (2009).** Civic responsibility and human rights education: a pan-educational alliance for social justice. *Int. Educ.* 20(2):151-159.
- Osler A, Starkey H (2005).** *Changing citizenship: Democracy and inclusion in education.* Maidenhead: Open University Press.
- Reardon B (2002).** Human rights and the global campaign for peace education. *Int. Rev. Educ.* 48(3/4):283-284.
- Sallam MT (1997).** Rationales of human rights education at the pre-university education. *The National Center for Educational Research and Development, J. Educ. Cairo* 5(10):114-136.
- Shor I (1993).** Education is politics: Paulo Friere's critical pedagogy. In P. McLaren, & P. Leonard (Eds.), *Paulo Friere: A critical encounter.* New York: Routledge. pp. 25-35.
- Sleeter C (1996).** *Multicultural education as social activism.* Albany, NY: State University of New York Press.
- Takeda N (2012).** Human rights education in Japan: an historical account, characteristics and suggestions for a better-balanced approach. *Cambridge J. Educ.* 42(1):83-96.
- Tawila S, Lloyd C, Bensch B, Wassef H (2000).** *The school environment in Egypt: A situational analysis of public preparatory schools.* Population Council, Cairo, Egypt.
- Wolfinger D, Stockard J (1997).** *Elementary methods: an integrated curriculum.* New York: Longman.